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ABSTRACT

The Entry Year Assistance Program of Educational Service Unit #11 in Nebraska is a staff development project to train mentor teachers, entry-year teachers, and school administrators in small, rural school districts. Schools that participate in the program select a team consisting of a mentor teacher, an administrator, and an entry-year teacher. This team then receives four 1-day trainings over a 4-month period. The content of these training days includes the following areas: classroom management skills, knowledge of content, child growth and development, knowledge and use of materials, planning skills, instructional skills, human relations skills, and best practices of effective schools research. This paper gives an overview of the program that includes the makeup and responsibilities of the entry-year assistance team, the schedule and components of the team training, program requirements and completion, application procedures, and the role of the mentor teacher. Thoughts and ideas from participants are given. A section called "Teacher Wisdom Book for Classroom Problems" gives 17 examples of classroom problems and suggested solutions. A final section, "Overheads and More Words of Wisdom," contains four pages for overhead projector use in training sessions, and examples of inspirational children's poetry and writings. (SAS)

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Supporting First Year Teachers in a Rural Setting

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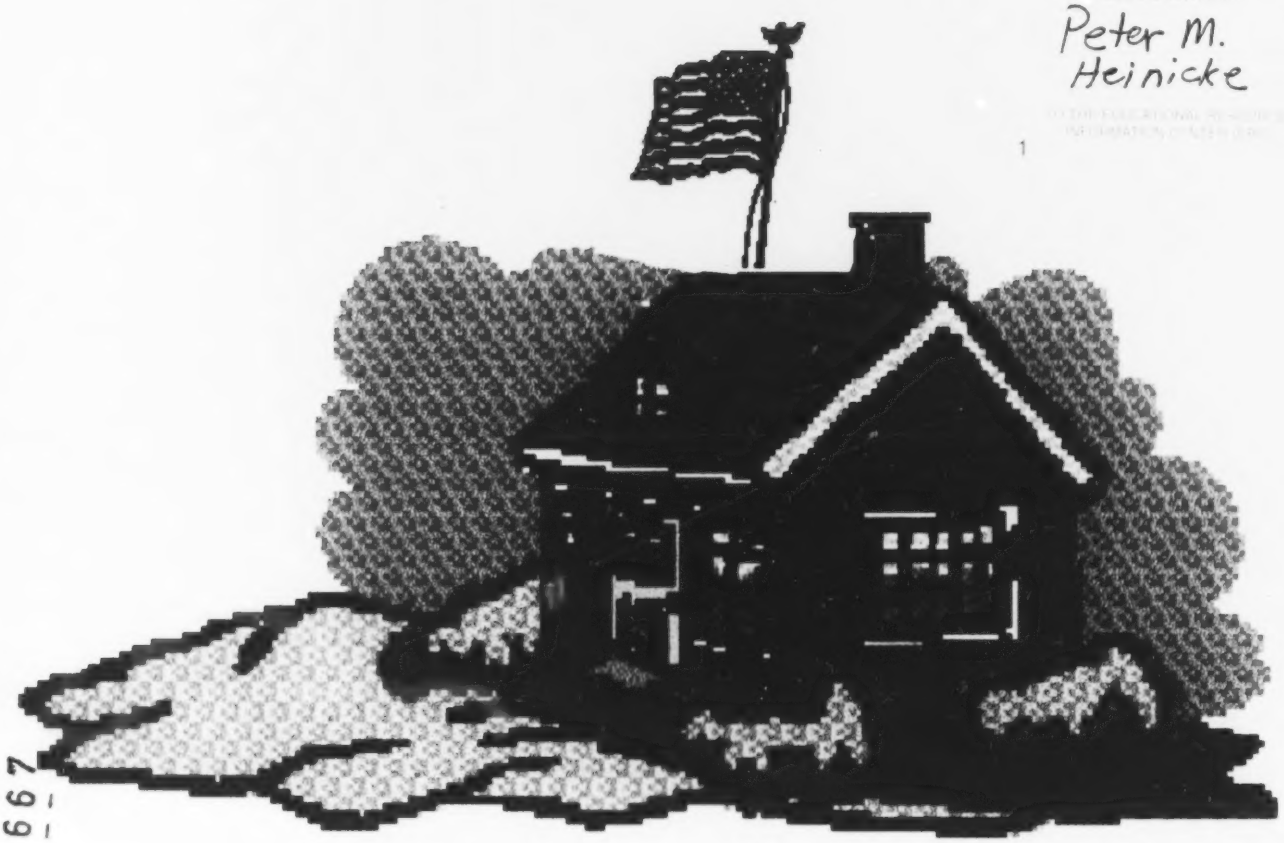

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"Supporting First Year Teachers in a Rural Setting"

A Staff Development Program for Mentor Teachers, Administrators and New Teachers

Presented at
The 90th National
Rural Education Convention
Buffalo, New York
October 14-18, 1998

An Innovative Nebraska Staff Development Project by:

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ABSTRACT

Educational Service Unit #11 encompasses a 3,400 square mile area which contains 30 school districts. Within those 30 school districts, we have 16 school districts with under 33 teachers, including administrators; one school district of 89 teachers, which includes administrators; one school district of 65 teachers and one administrator; and twelve schools with under 12 teachers. These 30 schools lie within the six county area of Educational Service Unit #11, which includes the Bertrand Public School.

The Entry Year Assistance Program is a Staff Development project to train mentor teachers; entry year teachers, which are designated as first-year teachers or new teachers to the State of Nebraska; and the school administrator from that particular school district. For small districts in the Educational Service Unit in which there is no administrator or mentor teachers, we have utilized teachers from surrounding schools and also administrators from neighboring schools.

Schools that participate in the program select a team consisting of a mentor teacher, administrator, and an entry year teacher. This team then receives training over a four-month period of time which consists of four one-day trainings. The content of these activity training days include the following areas: (1) classroom management skills; (2) knowledge of content; (3) child growth and development; (4) knowledge and use of materials; (5) planning skills; (6) instructional skills; (7) human relation skills; and (8) Best Practices of Effective School Research.

The importance of this program for this rural school district underlies the importance of quality teaching in small, rural school districts in Nebraska. Through the Educational Service Unit, we are able to provide training to school teams and then this training is taken back and implemented into the regular classroom. The Bertrand Public Schools has participated in this program, and we find it an excellent opportunity to support new staff so that their first year will be a successful one and therefore they will stay within our rural community.

ENTRY YEAR ASSISTANCE PROGRAM

Educational Service Unit #11
Holdrege, Nebraska

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Educational Service Unit #11
Entry Year Assistance Program

Definition: The Educational Service Unit's Entry Year Assistance Program is designed to provide the entry year teachers with technical assistance to insure their first year of teaching is a successful and productive one for the teacher and the students that will be impacted by the teacher's presence. Technical assistance will be provided by a mentor teacher, administrator and the Entry Year Consultant from Educational Service Unit #11.

Entry Year Assistance Team:

The Educational Service Unit #11 Entry Year Assistance Team consists of the Entry Year Teacher, a principal or administrator, a mentor teacher and the Educational Service Unit consultant for this program. The mentor teacher for each individual school district is selected from their peers and also from a pool of volunteers who would like to serve in the capacity of a mentor teacher.

A chairperson shall be chosen by the entry year Assistance Committee at their organizational meeting. The chairperson shall have responsibilities for completing all applicable forms, records and correspondence. The chairperson shall also be the contact person for the consultant from the Educational Service Unit.

The mentor teacher shall have responsibility for providing consultative assistance and serving as a teaching model for the beginning teacher.

The consultant from the Educational Service Unit shall provide consultative assistance to the team and to the beginning teacher.

The administrator shall serve as the educational leader and the resource person for the Entry Year Assistance Committee.

A beginning teacher shall be able to request a change of one member of the initial assistance committee within the first thirty (30) days after the beginning of the Entry Year Assistance Program and such requests shall be honored by the Entry Year Assistance Committee.

The consultant for the Entry Year Assistance Program shall meet prior to September 15 to plan and organize procedures and schedule the assistance to be provided for the beginning teacher.

The Entry Year Assistance Committee shall provide assistance in the area of formal observation of the beginning teacher. Each member of the entry year assistance committee shall conduct a separate formal observation of the beginning teacher at least three times each school year.

The first observation made by each team member shall be conducted prior to October 30th and will be a minimum of one (1) class period in a single teaching day. The second and third observation by each team member shall be of the same duration as the first. A pre- and post-conference shall be held with the beginning teacher as near, as reasonably possible, to the time of classroom observation.

A written report of each formal observation shall be submitted to the team chairperson with a copy to the beginning teacher. These observations are kept in a separate file and become the property of the entry year teacher upon completion of the Entry Year Assistance Program. Informal observations and conferences may be arranged as requested by the beginning teachers or by a member of the Entry Year Assistance Committee.

At least one full committee conference shall be held with the beginning teachers, after each committee member has completed the initial observation, but not later than October 30th. The purpose of this conference is to discuss the progress of the beginning teacher, to offer suggestions, and to discuss issues raised by the beginning teacher or committee member. A second observation cycle shall be completed by December 30th and a third cycle by March 30th with a full committee conference at the conclusion of each observation cycle.

Entry Year Assistance Team Training: Coaching, as a strategy for staff development, emerges from studies on effective inservice by Bruce Joyce, Judith Little, Tom Bird, and Beverly Showers, supplemented with Effective Schools Research and Best Practices. The research indicates that people develop mastery and application of new skills best when they are placed in coaching situations. A coaching component consists of a support group which is the Entry Year Assistance Team Committee. The purpose of this Entry Year Assistance Support Group is to provide professional stimulation, practical help based on the expertise of other teachers and the mentor teachers and to personally support the entry year teacher in their first year of teaching.

The training schedule for the Entry Year Program is divided into four one-day trainings which are held in September and October. The Entry Year Assistance Teams meet at a location away from their schools, which research indicates is the best for training, and this site is Holdrege, Nebraska.

The initial training and concept involves teaching the Entry Year Assistance Team the components of coaching, the support group and peer observation. The mentor teacher, the entry year teacher, the administrator and the consultant for this program all participate in the

training. This allows the entry year teacher and the team to have the same vocabulary and be trained in peer observation and conferencing skills.

The elements of this training will cover the content of knowledge of child growth and development, content area, human relation skills, knowledge and use of materials, planning skills, classroom management skills, instructional skills, and Best Practices.

Throughout the four one-day trainings there is discussion of the team building concept and sharing of ideas and concerns. The group is periodically split into entry year teachers as a group, the administrators as a group and the mentor teachers as an individual group. To further enhance the team building concept, several times throughout the training, these groups are split up so entry year teachers have the opportunity to meet other mentor teachers and administrators.

The training consists of specific content area involving teaching strategies and also the components of effective instruction. These include selecting an objective at the correct level of difficulty, teaching to the objective, monitoring the learning, and principals of learning, and multiple intelligences in the classroom.

Entry Year Assistance Program Requirements:

The Entry Year Assistance Program for Educational Service Unit #11 is provided by the Educational Service Unit. The local school districts who participate in this program share the cost of the presenter for the four days of training, which is very cost effective. Schools share in this cost and schools are taking on the financial responsibility for substitutes, mileage and other related expenses. The school districts within the service unit boundaries indicated to our Advisory Council that this is a priority for the schools within our service unit area.

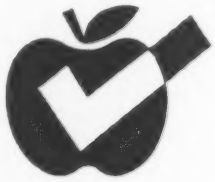
The Entry Year Assistance Committee shall be selected and assigned by the participating school districts within the service unit area boundaries. The committee members shall be selected from lists of individuals who have received a recommendation or approval from their individual educators or from professional educational organizations and agencies.

Completion of Program:

Successful completion of the Entry Year Assistance Program shall be determined through a majority decision of the Entry Year Assistance Committee based on the information obtained throughout the year that the beginning teacher satisfactorily demonstrates the competencies and has successfully completed the Entry Year Program. This information shall be communicated to the beginning teacher at an exit conference toward the end of the school year. This recommendation is then presented to their local school board.

A decision to recommend a subsequent year in the Entry Year Assistance Program shall be supported by specific written suggestions for continued assistance during the second year of the program. This information will be communicated to the beginning teacher at an exit conference prior to the end of the school year.

Upon the completion of the entry year Assistance Program, a beginning teacher receives their file that has been developed and accumulated during the first year of their program. None of this information goes into any permanent file of any teacher. This enhances the concept of offering assistance to the beginning teacher and not an evaluation process.



Application Procedures:

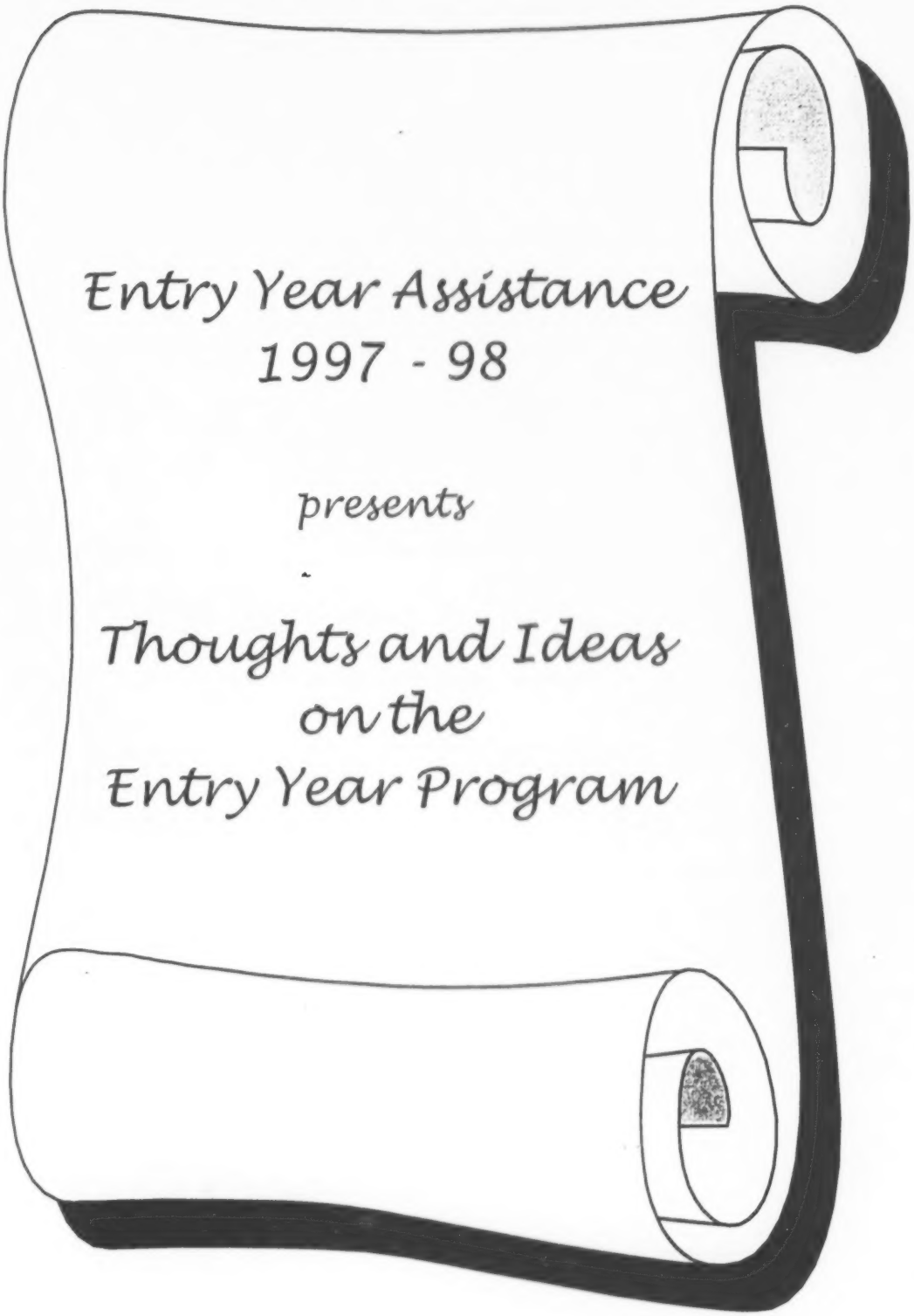
The Entry Year Assistance Program developed by Educational Service Unit #11 will be submitted to the Nebraska State Department of Education when so designated and shall include the plan for the beginning teachers, a listing of personnel that is serving each Entry Year Assistance Program as developed for ESU #11's respective school districts.

Role of Mentor Teacher:

The role of the mentor teacher is to offer technical assistance on a daily basis especially at the beginning of the school year. The mentor teacher provides the beginning teacher an immediate support group before school starts and especially through the first two months of the school year. The mentor teacher also serves as a model of good instruction for the beginning teacher. The plan of the service unit is to have the mentor teacher's responsibility to be a rotating base from year to year. This rotation method will allow a large group of mentor teachers to eventually be trained over a five year period.

The mentor teacher qualifications include being a respected member of that teaching community and having the ability to communicate effectively with a fellow teacher. In our small schools, the mentor teacher will not be a subject area mentor teacher, but will be a teacher who has expertise in learning strategies and teaching skills. For the content person, there is the capability of after-school visitation with fellow teachers in the content area from neighboring districts.

The mentor teacher plays an extremely valuable role in the entry year Assistance Program. They offer the technical assistance most readily when needed by the entry year teacher. The mentor teacher and the entry year teacher attend all of the trainings so they have the same vocabulary and information to work from. In addition, the mentor teacher is trained in conferencing and observation skills, together with a coaching component.


Entry Year Assistance
1997 - 98
presents
Thoughts and Ideas
on the
Entry Year Program

"This program has been extremely beneficial. I enjoyed the time I had to bond with individuals who are experiencing similar situations. The ideas that were given and discussed are especially helpful. Having this 'supportive' network makes the rough spots more smooth. I couldn't have imagined a more worthy program. It was a delight to meet such incredible and diverse people. Thank You!"

"It was very helpful! The material was broad enough that everyone could take what they wanted from it but we also had opportunities to discuss specific problems and generate creative ideas that all could apply. It is a shame that we can't do this all year long to keep our batteries charged. It's unfortunate that we don't have time to meet on a regular basis even in our own buildings. You may want to look at a book called, 'The Significance of Education' by J. Krishnamurti. It is really inspiring!"

"At first I had no idea why I was coming to this and by the last day I wanted to attend once a month. It is great to get together with other teachers and talk. It makes me feel important as a professional to know others have the same hopes and dreams for students. This entry level was a motivator for me. I wanted to try new things and did because they worked for others. Also, it gave us a chance to meet other teachers in the area! Hey, Jerry and Carolyn, Thanks for the memories and laughs!"

Tiffany Kay Fada

"I really enjoyed meeting new friends who have the same problems in the classroom. The videos were entertaining and interesting. I like the 'hands-on' approach to implementing multiple intelligences. Teacher dialogue was tremendous! Jerry, it was great to learn how to do 'grounding' activities. Thanks for the long lunches that we don't get at school! The candy was always a plus!"

"As a mentor, I gained an enormous amount of information, not only to help our first year teacher, but also to incorporate into my classroom activities. It would be wonderful if every teacher in every school, every year could attend these workshops. They are very inspirational!"

"It is such a neat program. I wish all teachers could be involved. Thank you for all of your work to put this together. We have learned so much from each other!"

"Nice program for sharing, discovering and energizing. It gave me a better sense of direction. I was glad to get the useful materials."

"I have gotten some good ideas from the Entry Year Program! I'm going to miss it! I met some new people who are fun!"

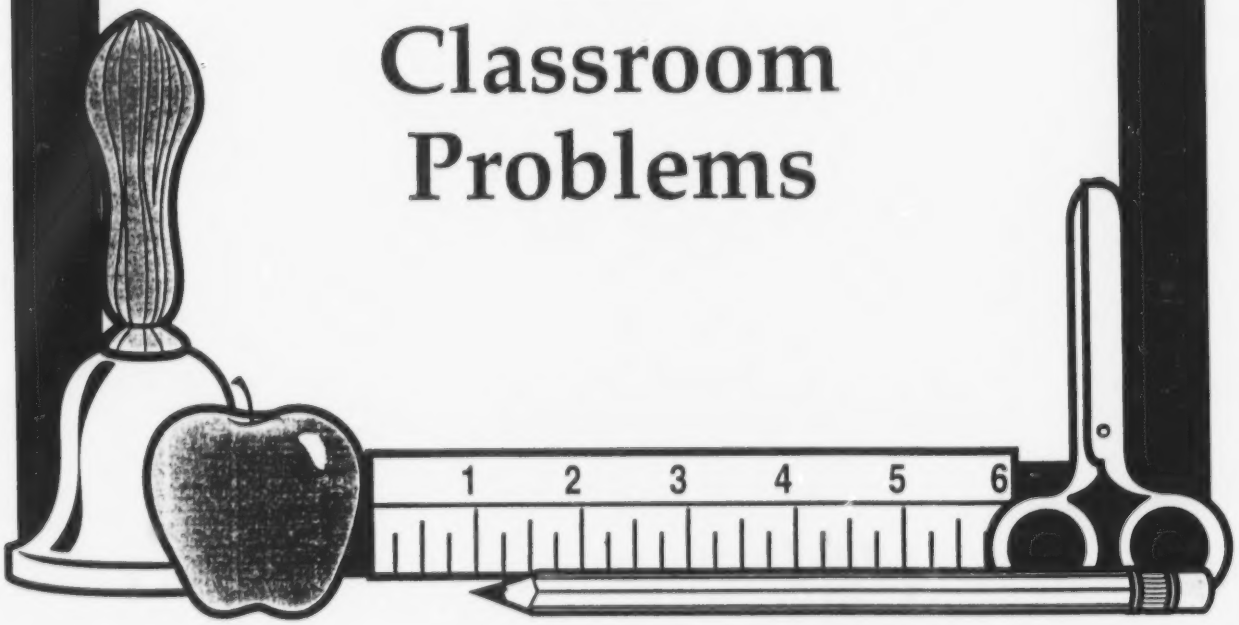
"I had a great time. This has given me a lot of Great Ideas to take back to the classroom. If you ever get any P.E. Curriculum ideas, please call Eustis."

Greg Morris

"I really enjoyed the entry year program and looked forward to each and every meeting. The breakfasts were always great. It was fun to meet other teachers and work out ideas together. I feel this time has helped me to become more creative and more focused in my classroom. Thanks for the great time!"

"It was a great time...well organized and beneficial for all parties involved. I believe you cover the critical aspects and modify and adjust as the need arises. Well done!"

Teacher Wisdom Book for Classroom Problems



Compiled by
Entry Year Assistance Teams
From ESU #11
1997/98

PROBLEM:

I have a couple of students in my class that have difficulties staying focused and on task. For example, I will go over the lesson and I am able to keep them involved, but once I give the assignment (spoken and written on the board) these students always say, "Now, what am I supposed to do?" Then once I get them back on track, I have to tap on their desks several times while they are working to get them back on task.

How can I keep these students involved in the lesson?

SOLUTIONS:

1. Possibly work in groups.
2. Don't repeat directions, wean them off of reminders.
3. Token system--three strikes and you're out.
4. Peer tutoring.
5. Modeling good behavior.

PROBLEM:

I have a couple of students who put little effort into their work. I've tried making them do the assignment over, but so far that hasn't worked.

How do I make students care about accomplishing new things and being successful?

SOLUTIONS:

1. Read stories about successful people.

2. Transfer knowledge to something that they are successful at or something that they enjoy.

3. Provide a real-life experience for their subject matter.

PROBLEM:

I have a couple of 7th grade students who cannot walk into a classroom without starting chaos. For example, one boy will walk into math class and look at anyone and say "Quit lookin' at me", "What's your problem", "You want to fight?"... anything to get under their skin. He is supposed to take medicine at home, but doesn't always get it. If he can't control his behavior in some classes they send him to the resource room. Or he gets sent to the principal's office about every other day. This doesn't seem to bother him and I don't see that it is teaching him social skills. It is more of a "quick fix" to the problem.

How do I help students who act inappropriately?

SOLUTIONS:

1. Role play--role reversal--let the 7th graders who are behaving inappropriately play the role of how to behave appropriately.

2. Have them journal--write about how they are feeling, why they thought another student was looking at them, etc.

3. Have the child take his medication in the morning at school with the school nurse.

PROBLEM:

The elementary classes come into my Art room for 50 minute classes once a week. They are excited, but interrupt me a lot during the presentation and demonstration. I want them to listen first, but don't want to have to discipline and punish so much I kill the enthusiasm and excitement for the project. (especially when we only have class once a week)

It's not bad stuff, but sharing things that sometimes aren't relevant. I need all the time possible for passing supplies, working , then clean up.

How do I handle interruptions without killing enthusiasm?

SOLUTIONS:

1. A captivating set, "Today we'll have our questions and comments at the <u>end</u> of class."

2. Reward (i.e., Quiet 4 days in a row, earns a Starburst)

3. Follow through consequences between special classes and classroom.

4. "Doodle of the Day" immediately when seated. Students working on drawing right away.

5. Prearranged seating chart.

PROBLEM:

My Band and Choir are talented, but have never been taught how to be responsible. They forget uniforms, horns, where to be when, even after reminding. In addition, they do not realize their responsibility is a reflection of the group.

As their new instructor, I know they have not been taught **HOW** to be responsible. I currently have a merit/demerit system in place which is helping.

How can they gain maturity in responsibility?

SOLUTIONS:

1. Leave uniforms at the school and check them in and out.
2. Check List of things needed.
3. Stop covering for them.
4. Have your section leaders (pick someone new each week) be in charge of check list, attendance, etc.

PROBLEM:

I need help in organizing how to use the computer in the classroom. Having multi-aged students using it, and some are using it while I'm teaching another class. If it stops working, or doesn't function right, the student interrupts what class I'm teaching or working with. I get upset and I do want the kids to use it, but I get angry with it!

How can I be positive about having and using the computer without sometimes thinking the computer rules--drop everything to fix it?

SOLUTIONS:

Make a huge sign that says HELP, that they can put on the computer. Then, they go to another work station or activity until you are available to fix it.

PROBLEM:

My students do well on assignments, oral questioning, chapter reviews, but do poorly on the final evaluation. Our society does function off of formal testing. (ex. driver's license, Job Service, ACT, SAT, GED, GRE, GMAT, PSAT, etc.)

What ways do we as educators use to lower the level of anxiety so the evaluation is a more accurate view of their knowledge?

SOLUTIONS:

1. Quick review: immediately before the test.

2. Last minute questions: "I'll take 3 questions before the test."

3. Vary format of the test: equal amount of multiple choice, short answer, matching, etc.

4. Student-prepared test: students write 5 test questions and teacher picks the test questions from those of the students. Students should include the answers.

PROBLEM:

I have a student who verbally abuses his classmates and parents. He interrupts, disagrees, and makes fun of what others say. When his behavior is corrected, he becomes angry, mutters and either "checks out" mentally, or continues his antagonistic behavior toward classmates (or parents, if they are in the situation). He does not exhibit that behavior toward me, but my presence does not lessen his negative behavior toward others.

How do I help a student with negative behavior?

SOLUTIONS:

1. Meet with parents to decide how discipline actions at school will be followed up at home.

2. Set up consistent guidelines for all teachers to follow when disciplining this child.

3. Have student come up with 3 personal goals regarding his behavior and see if he makes an attempt to improve since he came up with the goals.

PROBLEM:

One of my 2nd grade classes has 24 students. There are a handful of them who will listen and follow directions, but the rest do not know how to or will not follow directions. I have started writing a direction on the board when they come in, such as, "Come in, sit down quietly and shut your eyes." A few students follow the direction, but by the time I get the rest of the class to do what it says, the other students are getting restless.

How can I get the entire class to follow directions and not have their own conversations when I try to talk? We spend so much time trying to get them seated that we waste half the class. They all think they should come up to me to ask questions, rather than raise their hands.

How can I get them to follow directions so we can actually learn something?

SOLUTIONS:

1. Refer to "Bring Class to Focus".
2. Display rules and procedures.
3. Class discussion on what the actual behavior should be and what is expected.
4. Point out the appropriate behavior. (for ex., "I like the way you are sitting quietly.")
5. Display consequences for broken rules.

PROBLEM:

I have a few students in my class who are perfectionists. The problem is that they are constantly seeking my approval of their work. Instead of moving on to answers that they know, they wait until I am available for help. (Even though I've told them the strategy of moving on.)

One child in particular had a lot of homework one night because she did not get it done in class. The mother came in and talked to me about making their work easier. The problem, however, is not their ability, but their time-management. I am busy working with other grades, so I am not always able to monitor their work.

How can I encourage these perfectionist students to effectively manage their time?

SOLUTIONS:

1. Find activities to help build self-esteem.

2. Express that it is okay to do things right, but you can also gain from your mistakes.

3. Limit your help (say you will help them with only two questions)

4. Discuss problem with the parents.

PROBLEM:

I have two students that cannot stop arguing and bickering at each other. Even when it seems like they are getting along, one of them will say something to the other and then they're back at it. It's disrupting to the rest of the class, because they then tend to take sides. I've put them at opposite ends of the room, but sometimes they still find a way to argue.

For some of the other classes (P.E., music, etc.), I hear the same thing from the teachers. It happens to be that one is a boy and the other a girl. It makes the class complicated because the boys will side together and the girls will side together. Some days even a look will start it.

How can I stop the arguing?

SOLUTIONS:

1. Take the two to the counselor (out of class) and let them talk and figure out what's wrong, then sharing will take place later with all their teachers.
2. Get parents involved in brainstorming.
3. "Stranded on the Moon" group activity
   working together → unity
   brainstorm → present your solution with all involved
4. Instant reinforcement for positive (Boy's Town)
5. TEACH THE RULE FIRST!
6. Make Class "UNITY" a goal for the class--don't single the two out, but call attention to the fact the class divides.
7. Do Bio-Poem with class and share to pull together.

PROBLEM:

I have a student who disrupts the class. He is always rocking his chair back and forth, he never follows directions and will not participate in different activities. When he rocks his chair, I have him stand up the rest of the class period.

I have visited with him one-on-one about these problems and it will get better for a while and then he will go back to his old ways. I have also kept him after school to have him do the activities he would not do in class. He does know the information being taught.

How do I handle this disruptive student?

SOLUTION:

1. Rocking the Chair -- Get a tiny chair from kindergarten. Tell the student if they're going to lean back, you'd rather they didn't have very far to fall.

2. Not participating -- Cooperative learning groups --put the student in charge. If he/she is in charge, it will be much more difficult for them not to participate.

3. Not following directions -- Have them repeat the directions. (Double assignment when not completed as assigned. -- Say, "So you won't get a 0, I'm giving you the opportunity to do an extra assignment to improve your grade..")

PROBLEM:

I am having trouble knowing how to use the computer in my class. I have one computer in my class for 10 students. I know I want to integrate technology, but I am not sure how to manage time, assess their progress, and set-up a schedule. We do not have access to the internet yet, but we should soon. I want them to do more than just play games, but I just can't seem to find the time.

How do I integrate computer technology into my classroom?

SOLUTIONS:

1. Step-by-step instructions for 1 assignment/computer enrichment activity on handout or poster (Related activity to current folder lesson)

2. Put 2 in a group × 5 days in the week = 10 kids * weekly situations/lessons.

3. Store results in team folders save for reference.

4. Use CD-roms now, internet later.

5. Check with ESU #11 for help in lessons. Also, is there an aide or a parent to help?

PROBLEM:

I have a student who does not want to come to school. He has probably missed 8-9 days of school this year. His mother works and father does not. They are Seventh Day Adventists. He has an older brother that is supposed to be a junior, but has quit school. He was home-schooled for a while (not this year). He has been identified as attention deficit, but is not on medication, sighting health concerns.

I teach him social studies, reading, and spelling. He has expressed a desire to transfer to the other 5th grade class. He feels he would be better off with a female teacher. Even at this he would still have three male teachers during the day. I have conferenced with the parent, student and principal.

What can I do to help this student feel welcome and excited to be in school and my class?

SOLUTIONS:

1. School officials need to send a certified letter about attendance policies. It's their responsibility too!!
2. Go ahead and see about his request to move...maybe he needs to relate to a female because of home situations. It's his idea for problem-solving & you would be validating his opinion.
3. Look for his "hot button" (do Bio-Poem with the class) -- plug him into the classroom.
4. Look into Boy's Town remolding theories-rewards.
5. Involve counselor for the "rest of the story". What's happening?
6. Needs structure because of ADD, to slow him down & to get in sync.
7. What's his learning style, because of ADD?

PROBLEM:

A student is very unorganized. He takes homework home, but doesn't complete it or often "loses" it. Notes and forms he is to have signed by his parents are often lost or forgotten. This is a big concern for his parents, who want him to mature and become more responsible.

Unfortunately, I've found that the parents are just as scatter-brained. I began sending a journal home to make it easier to communicate with them about what their son needs to bring to school the next day and what other important events are coming up, but they often forget to check it or send it back. He is 12 years old and is on no medication. He's a friendly kid, but has "no clue"!

How do I help a student (and his parents) become more responsible?

SOLUTIONS:

1. Work on his organizational skills (folders, assignment book, etc.)

2. Assign a peer helper for everyone. Grade each group on how well they hand their assignments in (bonus points).

3. A class assignment over a month-behavior modification, using some positive rewards (mark down progress over the month)

PROBLEM:

I have six students in my class that have no respect for authority. When they break a rule, they get punished, but it doesn't bother them and they don't stop their negative behavior. I have had individual talks with them, put their names on the board, taken away recesses, given detentions and called parents. The response I get from the students: laughing when they get in trouble, blaming someone else, yelling and the last one takes the punishment, but it still continues.

Parents are aware of the problem, but they don't do anything about it, or blame it on me for being too hard on them. The worst thing about the problem is that these students are only in 2nd grade and already have no respect for authority.

How can I get them to respect my authority?

SOLUTIONS:

1. Role playing (let them teach).
2. Conference with administration and parents.
3. Parenting Classes for young parents who do not take responsibility themselves.
4. Consult S.A.T. team and B.I. person.

PROBLEM:

I'm an elementary special education teacher and I share my room with the Title I teacher. Only a small partition wall separates us somewhat. At times, the Title I teacher will let his students get loud and chaotic. I have tried taking my students to another room when the Title I teacher is with his students, but sometimes I need the resources in my room to help the students learn.

I've tried talking to this teacher about the noise level when we both have students in the room, but nothing seems to change. What else can I do?

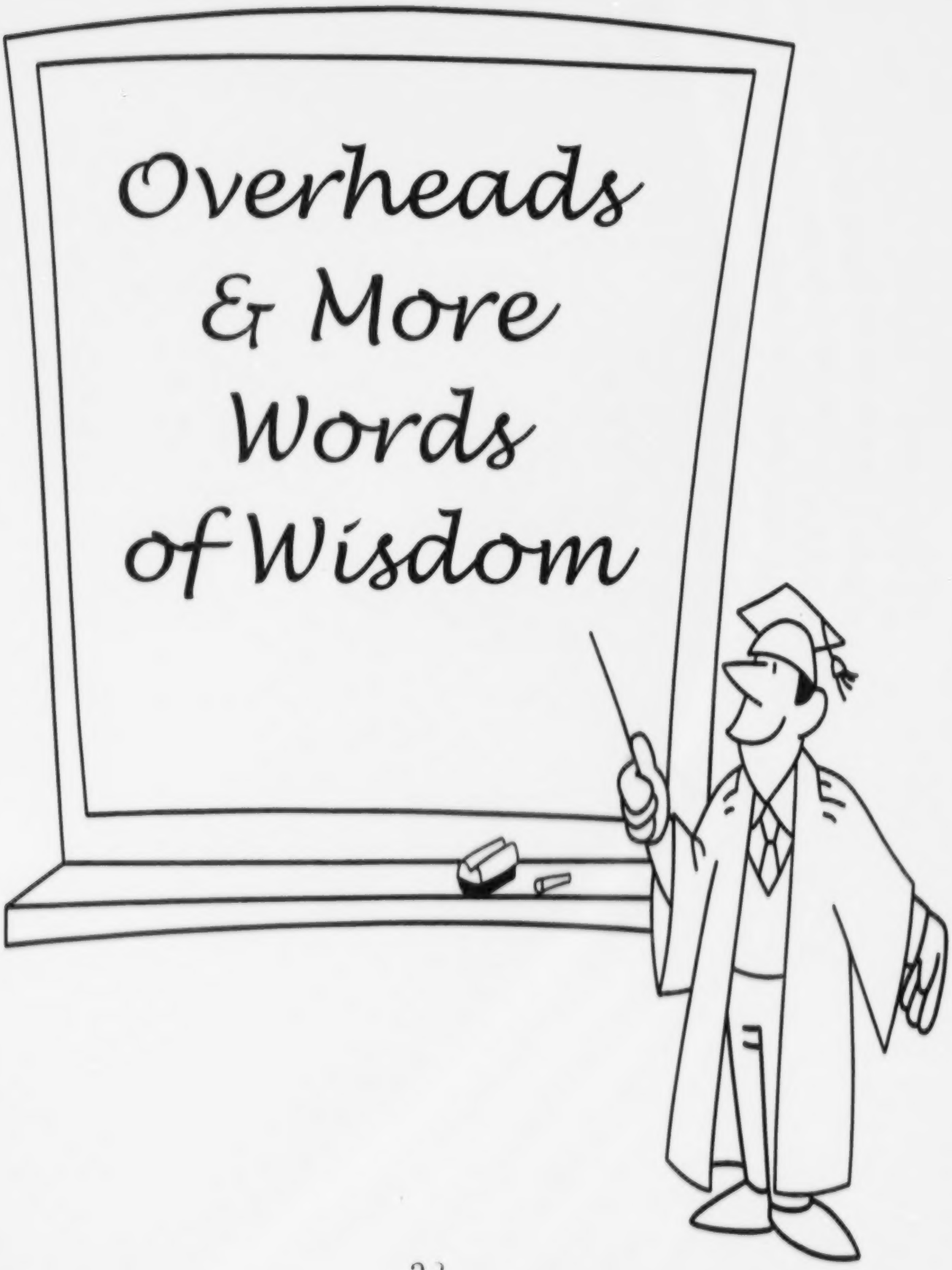
SOLUTIONS:

1. Check with administration for help:
   - ✔ alter scheduling?
   - ✔ other rooms available to move your room to?

2. Put your stuff on a rolling cart, so you're mobile.

3. Can other teacher become a "mentor" here at this Entry Year Assistance to revitalize his teaching?

4. Have administrator come observe (under the guise of evaluating you?)


Overheads
& More
Words
of Wisdom

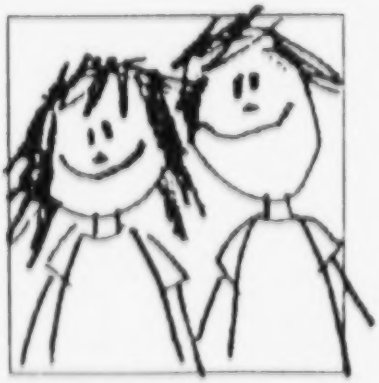
"Our children are the living messages
we send to a time
we will not see."

SCHOOL
IS NOT A PLACE;
SCHOOL
IS A CONCEPT.

FEELING GOOD

I never felt so good.
My stomach is fat
with toast and cheerios,
and just a minute ago,
tucking in my shirt
for school,
I remembered -
it's Saturday!

William Kloefkorn, poet



Looking Ahead

One important moment please!

Before you start planning the first days of school, take a quick look at what's ahead for the decade of the 1990s.

- √ Fifty percent of the teachers teaching in 1995 will have been in the classroom five year or less.
- √ Of the teachers teaching in the year 2000, 75 percent will have been trained after 1990.
- √ Up to 40 percent of the new teachers will leave tacking within their first seven years.

The message is clear. The entire teaching profession will all but turn over during the 1990's.

- √ **If you are a new teacher:** You have a magnificent future awaiting you, with teaching positions and educational opportunities galore. Prepare yourself for these possibilities.
- √ **If you are an administrator:** This is the chance of your educational lifetime to affect reform within 10 years. Help your new teacher start with the best in-service development possible. They are the future of education and humanity.
- √ **If you are a veteran teacher:** This is your chance to leave a legacy to education. Use your expertise to help the new teachers entering the profession. Be a mentor and a positive role model.

The message is also clear. **Do not be one of the 40 percent who will leave the teaching profession discouraged, overwhelmed, and abandoned.** Use *The First Days of School* to help you become a super successful teacher.

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WITHIN

Within the game of volleyball there is a ball.
Within a ball is air.
Within air there is life

Within life there is a team.
Within a team are friends.

Within friends there is fun.

Within fun there is happiness.
Within happiness there is success
Within success there is the fulfillment of a dream.

Laura Mazour - 9

FIVE WORDS

The blue harvest moon's shadow was climbing, eating away at the moon until only a very small portion was visible, yet the moon was being watched by a dog with a bone and his master.

Michael Bartels - 7

Death is like all of the lights have burnt out and there are no more conversations. Teena Rhamy - 12

Being angry is like being wound up like a ball of twine. Mike Kahrs - 12

FIVE WORDS

A long time ago the Indians believed that they had to prove their manhood by climbing the tallest mountain they could find and reaching to the moon. If the Indian boy reached the moon in the dead of summer, he would in return get a bone which he put around his neck. The bone showed everyone he was a man. The leaders of the tribe would take the boy without him knowing where he was going to the foot of the mountain. Sometimes it would be days away from the Indian Village. He would see the mountain and know what to do. He would start his long journey up. It was winter and was very hard to reach the top. The boy would climb all night to reach the blue moon. Once he reached it, then he would follow his shadow home.

Daniel Fowler - 11

FIVE WORDS

I climbed up the hill.
My shadow and I looked upon
the great blue sea.
The moon reflected upon thee.
The sea so calm and clear
not a person was to appear.
Rustles of the brush
Scared me to rush
down the hill.
I tripped and tumbled
all because of a dog and its bone.

Patti Ransom - 11

ALLERGY

I'm allergic to . . .
homework late at night.
I'm allergic to . . .
airplane flights.
I'm allergic to
parents who think they're always right.
But me, I'm not allergic to
horse rides in lush pastures.

I'm allergic to . . .
nasty sights.
I'm allergic to
tall, tall heights.
I'm allergic to
Bright, bright lights.
But I'm not allergic
to the beautiful dark
of night.

Meg Saathoff - 9

My life is like years of smiles, laughter, and a few disappointments.
Teena Rhamy - 12

MY LIFE IS LIKE A BOWL OF MILK. IT MIGHT GET TIPPED OVER. BUT IT GETS CLEANED UP. SHANE STONE - 7

My life is like I live in a story. Liz Weaver - 7

DREAMS

The boy dreams of trucks and tractors all day.
The cat dreams of a million mice.
The farmer dreams of a rainy night.
The cow dreams of long green grass.
The bunny dreams of carrot fields.
The frog dreams of a fly buffet.
The girl dreams of running away.
The tiger dreams of a zebra lunch.
The turkey dreams Thanksgiving won't come.
The stars dream of outshining the sun.
The boy dreams of the man on the moon. Meg Saathoff - 9

DREAMS

The chair dreams of never being sat on.
The teddy bear dreams of being held tight.
The dog dreams of sleeping inside on cold nights.
The coon dog dreams of coon hunting on a dark and cold night.
The coyote dreams of howling in the moonlight. Luke Bower - 9

Football is like a bowl of pain. Jeremy Esplund - 7

Falling in love is like floating away on a cloud forever. Tracy Wallin - 7